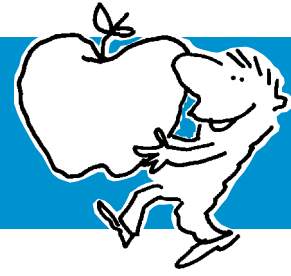

Here's an Instant Activity for March 1, 2010



STRATEGY FOR SPELLING SUCCESS

For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling and word-skill curriculum that:

1. provides a menu of skill-building activities that range in sophistication to teach critical concepts at a student's own level,
2. uses assessment to gather information to target word study to the specific words each student has not learned from among all previously introduced words in the program, as well as to identify skills not yet mastered,
3. equips teachers with guidelines for spelling expectations in everyday writing that increase as students develop as writers, making the classroom a rehearsal for real-world writing, *and*
4. proposes multiple opportunities to engage parents in their child's acquisition of spelling skills.

This Instant Activity helps teachers achieve item number 1 above—and item number 4, if the activity is assigned as homework.

Meeting state standards is a priority of Sitton Spelling and Word Skills®. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 6



PURPOSE

To provide practice differentiating among easily confused words

Skills: spelling, phonics, vocabulary development, word analysis, writing sentences



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 25, Test Ready, page 219.



TEACHING DIRECTIONS

Some words are easily confused. Review these sets of words to help students differentiate them:

- *farther/further*: Use *farther* when referring to a measurable distance; use *further* when referring to ideas or degree.
I refuse to walk any *farther* and won't discuss it any *further*.
- *lay/lie*: *Lay* means to place or set (something); *lie* means to recline.
Please *lay* your book on the table before you go *lie* on the sofa.
- *diner/dinner*: A *diner* is a person who is eating (or a type of restaurant); *dinner* is a meal.
At sunset the restaurant was filled with *diners* eating *dinner*.

Next, print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask them to complete it at home or at school.



FOLLOW-UP

Review the answers to the Instant Activity. Then have students share their sentences from the Apple Activity. Discuss the meaning of unfamiliar words and provide further clarification among the easily confused words as needed.

Answers: 1. cease; 2. through; 3. finale; 4. advice; 5. pursued; 6. farther; 7. quite; 8. lose; 9. latter; 10. lightening; 11. set; 12. unit.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Easily Confused Words

Circle the word that best completes each sentence. Then write the word in the sentence.

1. cease—seize—seas

The sporting goods manufacturer said it planned to _____ making baseball equipment next year.

2. though—through—thorough

My dog made it _____ the entire obstacle course without making a mistake!

3. finial—final—finale

Following the _____, the audience gave the performers a standing ovation.

4. advice—device—advise

I asked my friend for her _____ before I made my decision.

5. pursued—perused—pursuit

The police officer _____ the speeding vehicle down Oak Street.

6. farther—further—feather

After we'd been driving for hours, I asked how much _____ it was to our destination.

7. quiet—quite—quit

It was _____ late and the town was silent as we walked home.

8. loose—loss—lose

We had practiced hard and did not want to _____ the championship game.

9. later—latter—letter

Choosing between the two ideas you suggested, I prefer the _____ one.

10. lightening—lightning—lighting

The sky began _____ as dawn approached.

11. sat—set—sit

Please _____ your books on the table and take a seat.

12. unit—unite—untie

We packed the boxes and took them to our storage _____.



Now write one sentence using each pair of words you did not circle above. Proofread!